



Nurture, Inspire, Achieve

WOOTTON WAWEN

C of E Primary School

SEND Policy



November 2025

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1. Introduction to the SEND Policy

1.1 As a Church of England school, our ethos is underpinned by the Christian faith. We are called to value every child in our care as being “*made in the image and likeness of God*” (Genesis 1).

1.2 Our school motto of ‘*Nurture, Inspire, Achieve*’ has a special relevance for our approach to children with SEND. As a school community, we are committed to the aim that every child with SEND in our school will feel *nurtured*, safe and cared for, that we will help to *inspire* them to engage positively in their learning, and that they will be able to *achieve* the potential to be the best that they can be.

2. Principles, Vision and Values

2.1 Our school vision, taken from St Paul’s letter to the Corinthians (Corinthians 1:12) has special relevance for our commitment to SEND and Inclusion: “*There is one body but it has many parts. But all its parts make up one body. It is the same with Christ*”. This inspires us to recognise every single member of our school as a valued, integral member of our community, with every child being loved and celebrated for the unique individual that they are and provided with tailored opportunities to grow and reach their potential.

2.2 We are committed to extending this vision to parents, carers and other visitors to our school, treating everyone with warmth, respect and care.

2.3 We aim to treat all our pupils with equity rather than mere equality. Whereas mere equality is about providing the same opportunities for all, equitable treatment is recognising that adjustments and allowances may need to be made in order for some children to be able to access these opportunities, and to help them have the same chance to succeed as everyone else.

We aim to:

- Take a ‘whole-person’ approach to each individual child, responding to their needs as they emerge.
- Treat all our pupils with equity by understanding the wide range of difficulties that may constitute a disability or learning need, and, where necessary, agree reasonable adjustments to help them succeed.
- Recognise that because each child’s starting point is very different, each child’s needs will be very different, and so our approaches may need to be flexible, tailored to their individual needs.
- Providing opportunities to discuss and respond to verbal or written feedback from teachers or support staff.
- Encouragement to identify and share their feelings on their learning, and to consider what they perceive their learning needs to be.
- Class teachers sharing aims and objectives from Learning Plans with individual pupils in order to help them understand their next steps.

3. What do we mean by the terms ‘SEND’ and ‘Inclusion’?

3.1 The term ‘SEND’ stands for: **S**pecial **E**ducational **N**eeds and **D**isabilities.

- 3.2 The term ‘Inclusion’ is defined by the Equality and Human Rights Commission (EHRC) as: ***‘an intentional practice of creating environments where all individuals feel respected, valued, and empowered to participate fully, regardless of their differences. It also includes: ‘providing support and removing barriers to allow people equal access to specific opportunities, ensuring everyone can participate fully’.***

3.2 There are two key pieces of legislation that our SEND and Inclusive practice is influenced by:

- **The Equality Act (2010)**, which provides statutory protection for children in the Education sector, by setting out clear guidelines as to what constitutes disability, and how pupils with disabilities must be protected from discrimination caused by disadvantage and inequality of opportunity.

The Equality Act defines disability as something that is broad ranging, and can include many conditions, even if not medically diagnosed, as long as the effect is substantial and long term (usually lasting for a period of 12 months or more), and as:

“a physical or mental impairment that has a ‘substantial and long-term adverse effect on your ability to carry out normal day-to-day activities’”

- **SEND Code of Practice (2015)**, which is the main government’s main statutory guide for all educational establishments to follow for young people aged 0 – 18 (0 – 25 for those with an EHCP)

The Code of Practice defines SEND as “a learning difficulty or disability which calls for special educational provision to be made” for a pupil.

It states that a child of compulsory school age or a young person has a learning difficulty or disability if he or she has ‘a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Code of Practice outlines four main areas of SEND need: Communication and Interaction; Cognition and Learning; Sensory and/or Physical Needs; and Social, Emotional and Mental Health Needs.

3.4 Whereas the Equality Act defines disability as being long term and substantial (extending over a period of 12 months or more), the Code of Practice helps us to acknowledge that for some children, a short-term Special Educational Need may occur. This may be something which temporarily hinders their ability to access learning

or school facilities equally to other pupils – for example, after a significant absence due to illness - in which case, Wootton staff may liaise with parents to put a temporary SEND support plan in place.

3.5 We aim to use the combined definitions of disability and learning difficulty taken from the Code of Practice (2015) and Equality Act (2010) to influence every aspect of our practice with regards to SEND.

4. Reasonable Adjustments

4.1 According to the Equality Act, one way that disadvantage and inequality of opportunity can be overcome is through 'reasonable adjustments' being put into place in response to observed evidence.

4.2 Reasonable adjustments are not necessarily needed. Adjustments that are necessary for one child may not be needed for another. As a school, we acknowledge that working equitably means that not all children will automatically be treated exactly the same, but will have modifications and adjustments tailored to their own specific needs according to an in-depth understanding of each child.

4.3 Our aim is that these 'reasonable adjustments' will be discussed collaboratively with the class teacher seeking the views of the parent/ carer and the child, in agreement with the SENDCo and Head Teacher.

4.4 We are committed to working in partnership with parents/ carers of children with SEND to determine what individuals' needs are and which reasonable adjustments, if any, will be helpful to ensure that they are able to access school life equally to their peers.

5. Roles and responsibilities for SEND within our school

5.1 Our staff ethos is one of shared responsibility for the children in our care. However, the Code of Practice places specific responsibilities on different members of our staff team with regards to SEND. These responsibilities include, but are not limited to: 57.2

5.2 Class Teachers

Each class teacher is a teacher of SEND, with responsibility for the progress of all pupils, including those with special educational needs and disabilities. Teachers should be:

- Establishing inclusive classrooms for all pupils, including those with SEND.
- Providing high quality adaptive and inclusive teaching.
- Identifying/ assessing pupils for whom there may be SEND concerns.
- Identifying, monitoring and reporting pupils who are not reaching expected levels (but who are not yet identified as having SEN) to the SENDCo in order that their progress may be tracked to ensure prompt identification of greater need.
- Setting clear targets for SEND pupils,
- Working with the SENDCo to identify and address pupils' needs.

- Meeting with parents and carers regularly and when needed to keep them informed of concerns or strategies relating to their child.

5.3 SENDCo (Special Educational Needs and Disabilities Co-ordinator)

The role of the SENDCo includes:

- The implementation of the school's SEND policy
- Carrying out termly reviews of the school's SEND Register and Monitoring List through liason with class teachers and the Head Teacher, in order to ensure that these reflect current need.
- Co-ordinating provision for children across the school.
- Advising, liasing with and supporting class teachers and learning support staff in their delivery of SEND strategy.
- Liasing with early years providers, other schools, external professionals, and independent and voluntary bodies that may provide advice and support.
- Managing SEND resources.
- To monitor termly progress of pupils with SEND using the school's Online Pupil Progress Tracking system (Insight)
- Overseeing the completion of referral documents for diagnosis assessments and EHCNAs.
- Completing Statutory documentation and procedures relating to SEND – including the completion all elements of the Annual Review process for pupils with EHCPs.
- Overseeing the implementation and effectiveness of Learning Plans each term for all pupils on the SEND register and monitoring list.
- Ensuring that liason and communication with parents and carers is a priority, and that parents and carers are provided with opportunities to be listened to and have their say on SEND provision.
- Managing the organisation of SEND records and documentation, and ensuring that these are filed safely, confidentially and effectively for all staff working with pupils – and that these records are reviewed frequently, and kept up to date.
- Overseeing the transition arrangements for pupils with SEND as they move to Secondary school. Liasing with Secondary school SENDCos and staff to ensure that all key information regarding the pupil's SEND needs is confidentially shared and passed on in order to work towards a smooth transition and positive Secondary school experience for pupils as they leave our school.
- Working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

5.4 Head Teacher

The role of the **Head Teacher** in our school is to ensure the overall provision for pupils with SEND. This includes:

- Ensuring that school staff receive regular and current SEND training.
- Ensuring that the school is an inclusive community for pupils with SEND.
- Carrying out Pupil Progress meetings with class teacher and SENDCo in attendance.
- Overseeing the implementation of the SEND policy.
- Working with the SENDCo, Staff, Governing body, MAT (Multi Academy Trust) and local authority to ensure that pupils' needs are being met.
- Keeping updated on pupil progress throughout the school.
- Monitoring the SEND register.
- Managing the budget to provide physical and human resources for SEND provision.
- Supporting the SENDCo in liaising with parents and carers of pupils with SEND needs when necessary.
- Overseeing the admissions process for new pupils with SEND needs.
- When necessary, liaising with other Head Teachers, Secondary Schools and External Professionals or Bodies when additional collaboration is needed for pupils transferring from one school to another.
- Overseeing the work of the SENDCo and providing support.

5.5 Governing Body

The role of the **Governing Body** includes:

- Overseeing the school's strategy for SEND.
- Holding school leaders accountable for the progress of all pupils including those with SEND.
- Ensuring that funding for SEND is allocated and spent effectively.
- Ensuring that the school is accessible for pupils, staff and visitors with physical disabilities and impairments.
- Working with the MAT and local authority to develop the SEND local offer.
- Working with the Head teacher to receive regular updates on the implementation of the SEND policy.
- Appointing a SEND-specific governor to act as an independent point of contact for parents and carers of SEND pupils.
- To promptly consider and act upon complaints from parents and carers relating to SEND issues.

6. The four main areas of SEND need:

6.1 As a school, we acknowledge the four main areas of SEND needs and aim to offer the best learning experience for pupils by taking account of these needs in all that we provide for our pupils. These are as follows:

- **Communication and Interaction (C&I)**, which includes difficulties in verbal communication when trying to produce sounds in speech and forming words (Speech and Language difficulties - **SpLang**), and/or difficulties in social

communication and understanding the rules of social interaction and social conventions, as is often the case for autistic pupils, or those with Attention Deficit Disorder (**ADD**) and Attention Deficit and Hyperactivity Disorder (**ADHD**).

- **Cognition and Learning (C&L)**, which involves problems with understanding, processing and retaining information, committing knowledge to short or long-term memory, and relating this to new or repeated experiences.
Cognitive and learning needs can encompass a range of levels of difficulty, from involving one specific area - such as Dyslexia or Dyscalcula – or multiple developmental difficulties, such as global developmental delay; or a lifelong moderate (**MLD**), severe (**SLD**) or profound and multiple learning difficulty (**PMLD**).
- **Sensory and/or Physical Needs (SN/ PN)**, which can encompass a broad range of levels of need, including those with lifelong physical disabilities, chronic and serious medical conditions that impact on ability to engage with learning, and those with significant sensory impairments.

Pupils with physical disabilities and impairments may need adaptation of classroom resources, timetabling or facilities within the school building, in order to be able to access these equitably to their peers. They may need school to provide specialist support or equipment to be able to engage with their learning.

Pupils with significant sensory needs may include pupils with a Multi-Sensory Impairment, or sensory needs relating to autism or ADHD that significantly impact their daily life and ability to engage with their educational environment. In these cases, pupils may need reasonable adjustments to their environment and how their day is structured in order to be able to access their learning effectively. These reasonable adjustments will be decided upon in collaboration with parents and carers, and after seeking the child's own views on how they feel they need to be helped.

- **Social, Emotional and Mental Health Needs (SEMH)**, which relates to pupils whose ability to access learning is seriously impacted by difficulties in managing and regulating their emotions and behaviour. Reasons for SEMH needs may be linked to a clinical mental health issue, such as Depression, Obsessive-Compulsive Disorder, eating disorders, or an anxiety disorder, or may be due to psychological conditions linked to trauma or attachment. SEMH needs can also affect pupils with a diagnosis of autism, ADD and ADHD. Pupils with SEMH needs may need a greater level of adult support to help them to engage with their learning, and may need reasonable adjustments to help them to be able to access the school day effectively.

6.2 We acknowledge that there may be significant crossover and overlap between these four areas, and that some children may have difficulties across different areas of their learning.

6.3 These four areas of learning are to provide starting points for assessing children's needs, and are useful in allocating resources, support and interventions which may be helpful. They are not intended to be a 'label' or to suggest a complete picture of a child's needs.

6.4 We recognise the need to get to know each child well as an individual to ensure that the full range of their needs is understood, and that we are working to provide for them. We do not teach to broad areas of need, but to the specific needs of each individual child.

7. Involving pupils

7.1 We aim to provide pupils with opportunities to take an active part in decisions related to their learning and school experience whenever possible. These may include:

- Routines in daily lessons where pupils monitor, review and record their own views on their learning and progress regularly.
- Providing opportunities for pupils to share their views about what they have been learning, or what they would like to learn.
- Providing opportunities to discuss and respond to verbal or written feedback from teachers or support staff.
- Encouragement to identify and share their feelings on their learning, and to consider what they perceive their learning needs to be.
- Class teachers sharing aims and objectives from Learning Plans with individual pupils in order to help them understand their next steps.

8. Involving parents & carers

8.1 The two key areas of a child's life – home and school – are interlinked. We believe that for children to thrive in school, there needs to be a supportive partnership between school and home.

8.2 Parents and carers have the most in-depth knowledge of their child, and their input is essential in ensuring that a holistic approach is being taken to children's needs.

8.3 In line with the SEND Code of Practice, Wootton Wawen school is committed to:

- Welcoming parents into school, listening to their concerns and actioning them as promptly as possible.
- Communicating with parents and keeping them informed of any SEND issues relating to their child.
- Involving parents in key aspects of their child's learning needs, and collaborating with them to plan effective support.
- Supporting parents to help their child to develop the skills needed to grow towards adulthood and independence.

- Sharing information and advice to support parents in their role – including information about the SEND process, seeking referrals, post-diagnosis support, managing emotions and behaviour, and if needed, the process of challenging decisions or lodging complaints.
- Providing opportunities for parents of children with SEND needs to come together and meet in an informal way, to build a community of mutual support and fellowship.

9. Identification & Assessment of SEND

9.1 There are many ways that children can be identified as having SEND needs, and there are many pathways of evidence that can be collected to confirm these needs. We base identification of SEND needs on a combination of current and historical evidence to form as complete a picture of the child's needs as possible.

9.2 Often a teacher, other member of staff working with the child, or a parent/carer will suspect that there may be a SEND issue for the child, and this will set off a chain of events setting out to establish the nature and extent of need.

9.3 Information and evidence will be drawn from standard national assessment testing (eg – phonics screening); class teachers' own assessments and observations; school progress data; records of the child's previous development; and occasionally from the findings of external professionals. This information will be compared to expected attainment or developmental levels for the child's current age group.

9.4 The main criteria for recognising SEND is when the child is functioning at a level significantly different to that of their peers. We work within the Code of Practice definition of SEND in identifying the child who has 'a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This may be in any one of the main four areas of need, and may include:

- A child who is making little or no progress in line with their peers, despite 'Quality First Teaching' and Adaptive teaching methods being put into place.
- A child who has made little or no progress over a long, sustained period of time.
- A child who is showing signs of problems with short term or long term memory and retention of information.
- A child who is showing significant signs of having a difficulty with processing information, evidenced by its impact on their daily learning.
- A child whose Speech and Language difficulties are preventing them from being understood, whose speech and language use is significantly below that of their peers, and has an impact on their ability to make their needs known and interact with others.

- A child who has social interaction issues or displays behaviours suggestive of autism and/or sensory processing difficulties.
- A child who is unable to sit still and follow classroom conventions, or maintain focus and attention in line with their peers.
- A child who is generally able, but who is showing a specific difficulty in one area of their learning within Reading, Writing, Spelling, or an aspect of Maths.
- A child who has sensory, language or physical needs and requires reasonable adjustments, additional specialist equipment or regular visits by an external specialist service.
- A child who has an emotional or behavioural difficulty which substantially and regularly interferes with their own learning or that of others within the class – despite behavioural strategies, in line with the behaviour policy, having been established.

9.5 In these cases, the class teacher will discuss their concerns with the SENDCo. These concerns will be recorded and the child will continue to be monitored for a designated amount of time, dependent on the type and level of need. In our school, this is referred to as the ‘Monitoring’ stage of the identification process.

9.6 Parents will be informed of the teacher’s concerns, either through an informal meeting, or through Parent Consultation evenings, and will be invited to share their opinions on their child’s progress and needs.

9.7 If, after the designated time, there is no change and no improvement in the child’s situation, then the **Graduated Approach** may be initiated to support the child further, and parents/ carers will be involved in further discussion to plan strategies and interventions that will aim to support the child’s needs.

10. The SEND Support Register & the ‘Graduated Approach’.

10.1 Once agreement has been made between school staff and the child’s parents/carers that a child has a special educational need – whether this is a lifelong need or a temporary one – the child will be added to the school’s SEND Support Register.

10.2 The SEND Support Register enables the child’s SEND needs to be identified, recorded, tracked and monitored, and for the appropriate support and resources to be allocated.

10.3 The SENDCo, Class Teacher and other school staff will implement the ‘Graduated Approach’ as outlined in the SEND Code of Practice of 2015 to begin supporting the child. This is a way of managing and monitoring the child’s SEND needs, helping to decide what level of support is required. It is ‘graduated’ as it acknowledges different tiered levels of support, providing opportunity for support to be escalated or decreased as needed.

10.4 The ‘Graduated Approach’ acknowledges that all children should receive ‘Quality First’, adaptive teaching as standard, and that in general, all pupils should be taught

within their class group – but that some children may have additional needs which require more intensive support in order to help them succeed.

The ‘Graduated Approach’ for supporting pupils with SEND:



10.5 Universal Support.

When providing Universal Support, we work to ensure that all of our teaching is of a high quality, and adapts to children's individual needs through a range of supportive strategies to ensure that all children are engaged in their learning. These supportive strategies may include, but are not limited to:

- Scaffolding supports, helping children to organise their thinking
- ‘Now and then’ task boards
- Work broken down into small, manageable chunks
- Carefully adapted questioning
- Use of visual aids to support understanding and commitment to memory
- Adapted activities on the theme of the lesson
- Flexible seating plans to adapt to learning needs and styles
- Use of supportive equipment and/or technology (when appropriate)

It may not be necessary for pupils functioning at Universal Support level to be placed on the SEND register, although school staff will be closely monitoring their progress.

10.6 Targeted Support.

This may become necessary for pupils who, despite ‘Quality First’ adaptive teaching, still have difficulties in their learning and are not making expected progress.

At this stage, it is most likely that pupils will be added to the school's SEND register.

Targeted support means that the class teacher puts school-led strategies and interventions in place to address specific needs, that are above and beyond those generally in place for most pupils in the class.

As far as possible, pupils receiving Targeted Support will continue to be taught as usual within their own class group, but may receive additional interventions in small break-off groups, or 1:1 sessions at times of least disruption to normal routines and lessons. Examples of these Interventions include:

- Phonics catch-up
- Times-tables recall
- Speech and Language practice
- Maths core skills (e.g. – number bonds/ telling the time etc)
- Reading fluency
- Reading comprehension and inference skills
- Handwriting and letter formation
- Spelling & Grammar
- Fine motor skills development activities
- Social skills groups
- ‘Thrive’ interventions

We aim to ensure that any SEND interventions will be carefully considered, and will take place with minimal disruption to classroom learning (e.g. – during early morning settling activities), enabling pupils to continue to participate fully in lessons alongside their peers.

10.7 **Specialist Support.**

This is the highest tier of the ‘Graduated Approach’ to establishing SEND support, and at this stage, pupils will certainly be on the school SEND register.

It is implemented when concerns continue to exist relating to a child’s progress and development, despite targeted interventions and strategies to address these needs having been in place for a substantial amount of time (e.g. – two terms).

Specialist support may also be implemented if the gap between the SEND child’s attainment and that of their peers widens significantly (e.g. – an attainment deficit of approximately two chronological school years).

Our ‘Specialist’ level of support involves us seeking the advice and opinion of external professionals, whose work often uses a range of specialist assessment tools to be able to provide a more in-depth analysis of the child’s learning needs, and more tailored strategies to help target the child’s specific needs. The external professionals we may engage for Specialist Support include:

- **Educational Psychology Team:** our designated Educational Psychologist (Ed Psych) is Dawn Preece of Warwickshire Educational Psychology Service.
- **Specialist Teacher Service** for Warwickshire: our designated Specialist Teacher is Claire Hurley of Warwickshire Specialist Teacher Service.
- **Speech and Language therapists**
- **Occupational therapists**
- **School Nursing Team**
- **Early Help teams and Social Care**
- **Warwickshire County EAL (English as an additional language) support team**
- **Warwickshire EMTAS (Ethnic Minorities and Traveller Achievement Service)**
- **Zoom Psychological Support Team**

- **Beacon Schools Behavioural Support Team**

10.8 Seeking Statutory Assessment

If one or more full cycles of the 'Graduated Approach' have been completed, yet concerns still persist as to the child's SEN needs and their ability to access learning effectively, we may arrange a meeting with the child's parents and carers, attended by the class teacher and SENDCo, with supporting evidence provided by external professionals. Whenever possible, the child's own views will be sought.

In certain cases, we may collaboratively decide that a referral for a statutory Education and Health Care Needs Assessment (EHCNA) may be worthwhile. If approved, this leads to the granting of an EHCP (Education and Health Care Plan) ensuring additional tailored support for the child as they go through the Education system.

11. Implementing the 'Graduated Approach': the Assess/ Plan/ Do/ Review Cycle

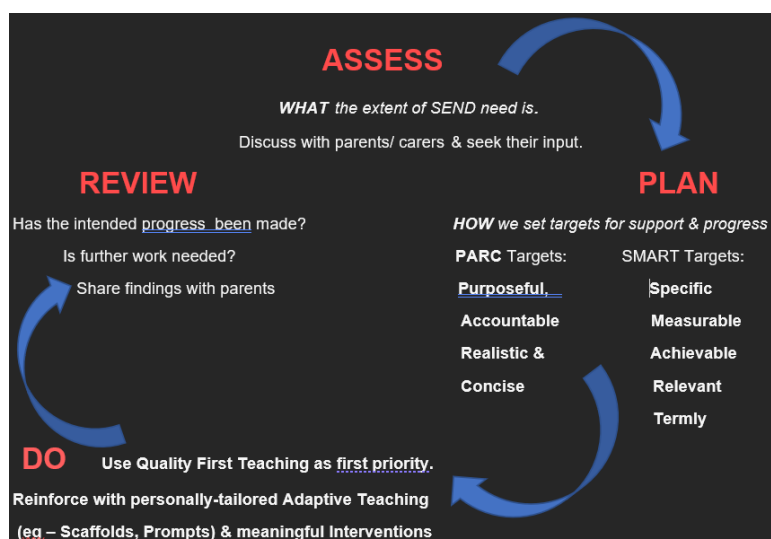
11.1 When establishing SEND provision for our pupils, we follow the '**Assess, Plan, Do, Review**' cycle. This ensures that SEND needs are being correctly identified, that interventions are carefully matched, and that there is opportunity to review their effectiveness. It also provides a clear structure for these elements to take place, and builds in collaboration with parents through the 'Plan' and 'Review' stages.

11.2 Class teachers will carry out the 'Assess' stage of the cycle, using a range of methods including observation, closely monitored work and assessment tools.

11.3 Parents will be invited to attend a meeting for the 'Plan' stage of the cycle. Here, the class teacher and possibly the SENDCo will explain their concerns and findings, and will work with parents to set a realistic number of targets to address the SEND concerns.

11.4 For the 'Do' stage of the process, the class teacher and learning support staff will work together to implement the strategies and interventions needed to carry out the plan over the period of one term.

11.5 At the end of the term, a further meeting will be held with parents to involve them in the 'Review' part of the plan, to evaluate its success. It may be agreed that the targets need to be continued and remain the same for a further term's work – or it may be agreed that the child has made good progress, and that new targets can be set.



12. Individual Learning Plans at Wootton Wawen: ‘My Plan’

12.1 Following the ‘Plan’ stage meeting with parents, class teachers will record agreed targets and how these are to be implemented as a ‘My Plan’ document. This outlines the specific targets, areas of need, resources or staffing involved and the success criteria needed to evaluate the plan.

12.2 A copy of the ‘My Plan’ document will be sent to parents following the ‘Plan’ consultation meeting to ensure that information relating to how their child is being supported is being shared with them, and that parents are involved in the process.

12.3 Whenever appropriate, the ‘My Plan’ should be shared with the pupil in order to involve them in their learning provision, and their feedback should be sought at each stage of the process.

13. Record Keeping and Information storage.

13.1 All information kept on children relating to SEND will follow GDPR guidelines, and will be stored as confidentially and safely as possible.

13.2 The sharing of information relating to children’s SEND needs will be on a restricted ‘need to know’ basis. This will usually be limited to current school staff, certain external professionals (e.g. – Educational Psychologists or Specialist Teachers), and rarely, the SEND governor.

13.3 All pupils on the SEND register will have a Digital SEND file, kept on the confidential restricted access section of the school system, for uploading and storing all relevant documents, as well as a securely-stored personal Box File for storage of original copies of documents. These may include healthcare records, diagnosis documents, reports from external professionals and copies of school My Plans.

13.4 At the time of transition from Wootton Wawen – either to Secondary school or to a new Primary school, all of the documents relating to a child with SEND will be transferred securely to the next school setting, in communication with senior staff from the transfer school.

14. Admission arrangements for new pupils

14.1 We warmly welcome applications to our school from all families, including parents and carers of children for whom aspects of these four areas of SEND needs have already been identified, and hope that our nurturing environment will be able to meet most pupils' needs. Because we value every child as an individual, we also recognise the importance of ensuring that the educational experience is right for each child, according to their needs.

14.2 We encourage prospective parents/carers of children with SEND to contact us at the earliest opportunity to meet us and visit our school. When needed, we may consult with other professionals, including pre-school staff, local authority advisors, Multi Academy Trust leaders and other external professionals known to the child. This is to gather the information needed to ensure that we are a suitable setting for the child according to their level of need, and to ensure a positive and successful school experience for them.

15. Allocation of resources

15.1 We have a range of resources to support pupils with SEND.

Human resources: we have an experienced team of Teachers and Learning Support staff who work closely together to provide adaptive teaching and learning within each classroom, and to implement targeted intervention groups or 1:1 support for those children with SEND who need it. Staff receive regular training relating to SEND issues.

SEND equipment: we have a range of SEND resources in school that are available for use by any pupil. Allocation will usually be discretionary by the class teacher, in consultation with the SENDCo. These include:

- Sloping writing desks
- 'Wobble' cushions
- Triangular or other ergonomic pencil grips
- Chunky pencils
- Coloured reading overlays
- Visual timetables in all classes
- Concentration aids (usually available from FE's room)
- 'Widgit' symbol (Makaton signing) visual resources
- Ear defenders
- Left-handed scissors & rulers
- Spring-loaded scissors
- Swivel chairs
- Balance Ball
- Sensory regulation aids
- Dyslexia-friendly reading books
- Exercise books with dyslexia-friendly coloured paper
- Maths topic support resources – eg – Decimal place value charts

15.2 The Head Teacher is responsible for the management of the school budget, including funding allocated to SEND provision. Money from the school SEND budget is used to fund:

- Learning Support Assistants – allocated based on levels of need across the school.
- The SENDCo role
- Time allocations for external professionals
- SEND resources
- Specialised Staff Training relating to SEND.

16. Facilities, accessibility & the school environment

16.1 Wootton Wawen school is a 1960s building, on one single level. There are three wide but shallow steps from the public pavement up to the school Reception, and two wide, shallow steps from the playground into Chestnut and Sycamore classes' cloakroom. Apart from these, there is full wheelchair access around the school site.

16.2 Wheelchair access to the school Reception is gained by entry via the driveway, or by entering and exiting through the rear school gate across the playground. There is wheelchair access into the school building via the Library and Computer suite, and also through Willow and Oak classrooms.

16.3 A purpose-built disabled toilet and changing facility, which is large enough for a full wheelchair turning circle, is situated in the main corridor next to the staff room. This includes a raised toilet, lowered sink and grab rails. There is space for a full-length, fold-away medical bed and changing table should these be needed.

17. Complaints regarding SEND provision at Wootton Wawen School

17.1 We hope to have positive, collaborative relationships with all our parents and carers, and especially those of children with SEND.

17.2 In the first instance, any complaints or concerns regarding SEND provision should be raised directly with the member of staff most closely involved with the child – usually the class teacher – in order to try to address the concern promptly and satisfactorily.

17.3 This should usually be in the form of a pre-arranged meeting at a time mutually suitable to the parent/ carer and the member of staff, in a discrete room that provides privacy and confidentiality.

17.4 In some cases, another member of staff such as the SENDCo, Assistant Head or Head Teacher may join the meeting to provide support and minute the points of the meeting.

17.5 If parents or carers are not satisfied with the outcome from an initial meeting to discuss their concerns, feeling that matters agreed have not been sufficiently acted upon, they can escalate their complaint to other senior members of staff. There is a hierarchy of complaint that should be followed, with complaints only being escalated to the next level member of staff if not satisfied with the outcome of discussions from the previous level within the hierarchy:

- Class Teacher in the first instance.
- SENDCo – Mrs Cathy Grimley: grimley.c@welearn365.com
- Head Teacher – Miss Jess Jones: jones.j@welearn365.com
- SEND Governor – Mrs Trish Baker: baker.t@welearn365.com

17.6 If parents continue to feel that a complaint remains unresolved, despite the correct procedures having been followed within school to discuss these at each hierarchical stage, they can complete a Complaints Form (downloadable from the 'Complaints Procedure' document on the school 'Policies' section of the school website, and complete this, addressing it to Mr Adam Walsh, Executive Head Teacher and CEO of Arden Forest MAT, St Nicholas' Primary School, St Faith's Road, Alcester B49 6AG

For further information regarding making a complaint, please read the Complaints Policy in the 'Policies' section of the school website.

Mrs Cathy Grimley – SENDCo @ Wootton Wawen CofE Primary School

Submitted to Governors November 2025

References:

- SEND Code of Practice: 0 – 25 years
UK Department for Education
Published 11 June 2014; last updated 12 September 2024
- Equality Act 2010
Government Equalities Office/ Equalities & Human Rights Commission:
Published 27 February 2013; last updated 16 June 2015
- Children and Families Act 2014
UK Department for Education
SEND Provisions 01 September 2014